



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

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Commissioned by  
**Department for Education**

Created by



**YOUTH  
SPORT  
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>1. <b>Improved quality and time dedicated to PE</b> by:</p> <p>a. Each class gets at least 2 hours of taught and structured PE per week. Each class has a whole afternoon dedicated to PE, either a swimming session or one with the PE specialists we employ. This has increased the amount of quality P.E. taking place. We are continuing to employ our own specialist PE teacher will enable us to grow for sustainability and be more flexible with our PE timetable.  <b>Impact-Increased activity rates/Quality P.E. delivery/A wide range of P.E. sports covered /Quality staff CPD provided by the P.E. specialist. All these improvements are sustainable and ensure that the quality of P.E. at Uplands is of a high standard.</b></p> <p>b. New PE scheme of work has enabled better provision with more of a focus on skills.  <b>Impact-P.E. continuity and progression is clear within the P.E. SOW/Staff confidence to deliver P.E. is increased/P.E. Teacher delivers high quality P.E. across the school. All these improvements are sustainable because the SOW used is of a high standard/National Curriculum requirements are covered.</b></p> <p>2. <b>Increased the participation of PE, especially competitive games:</b></p> <p>a. Fully embedded the Jungle Agility programme of increasing an active lifestyle in school and at home. Outcomes showed that all classes improved from their baseline scores with improvements in fitness and ability to tackle tasks.  <b>Impact-pupils have increased their fitness levels and are less solitary both in school and at home.</b></p> <p>b. Take-up of after-school clubs and numbers of clubs has been maintained from the previous years with many more children now attending an after school sports club which has included: netball, athletics, tag-rugby, running, football, rounders, Zumba and dance.  <b>Impact- more pupils get the opportunity to experience a wide of range sports that they may not of experienced before. Fitness levels of the children have increased as a result of participating in more sporting opportunities at school.</b></p> <p>c. A competitive sports program has been maintained, with a particular increase of younger children, including KS1 and lower KS2, competing in sporting competitions.  <b>Impact-The school has been represented in a wider range of sporting events for all year groups. More pupils have had the opportunity to develop their team work skills as part of</b></p>	<p>1. Continue to use the PE funding to:</p> <p>a. Continue to raise the profile of PE and increase regular physical activity:</p> <ol style="list-style-type: none"> <li>Ensure children get at least 2 hours of PE a week per class,</li> <li>Help support parents at home so that pupils keep fit.</li> </ol> <p>b. Embed the new PE scheme of work so that it supports pupils' fitness and well-being.</p> <p>c. Increase the skills and confidence of all staff in the teaching of PE and sport</p> <p>d. Continue to offer the wide range of sporting and PE opportunities across the school.</p> <ol style="list-style-type: none"> <li>Include after school clubs</li> </ol> <p>2. Maintain and increase participation of pupils in competitive sports.</p>

a team. Unfortunately, the closure of schools during the Summer Term did have an impact on this.

d. NHS obesity measures show that Uplands matches or is better than obesity rates nationally.

Impact- This improvement is sustainable and impacts on the overall health of all Uplands pupils. This is also very important because physical activity is very important after the recovery from the pandemic.

Parental survey results demonstrate that 97% of parents feel that the school is helping their child have a healthy lifestyle with 3% who don't know.

Impact-This shows that families understand the importance of staying healthy and the affects of exercising regularly.

3. **Improved the CPD opportunities for teachers** by:

a. PE specialist teacher has attended PE conference on best practice and CPD to embed new PE scheme of work

Impact-This has developed the P.E. subject leaders subject knowledge/P.E. subject leader is now able to support other staff members and cascade CPD. All these improvements are sustainable.

b. New scheme of work is now clearly structured and has led to a clear sequence of actions

Impact-Staff confidence has risen in the delivery of P.E. and National Curriculum requirements are delivered effectively. All these improvements are sustainable.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	74%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%

Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way?

No

## Action Plan and Budget Tracking 2020-2021

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2020/21		Total fund allocated: £19116- including carry forward		Date Updated: March 2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity					Percentage of total allocation: 91%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Fund PE and sporting specialists to teach PE so that each pupil gets at least 2 hours of high quality taught PE a week, in addition to extra sporting and fitness programmes	Ensure PE sessions are timetabled and time allocated each week.	£12910	PE is delivered each week and children get over 2 hours of PE per week, and additional sporting sessions.	High quality curriculum P.E. takes place.	
Fund swimming to ensure all disadvantaged pupils (including those in receipt of PP and those who do not qualify) can meet the end of KS2 requirements for swimming in the National Curriculum.	Identify pupils who are unable or unwilling to pay for swimming. Pay additional shortfall as a result of increases in charges	£770	At least 80% of pupils can swim 25m, 60% can swim using a range of strokes and 60% of pupils can perform self-rescue.	Children have developed lifesaving swimming skills.	
Organise and deliver year 6 led sports clubs at lunchtime that encourages the least active children to participate.	Identify year 6 children that want to organise and run P.E. lunchtime clubs for the younger children at lunchtime.	No cost	Less active children get the opportunity to participate in P.E. sessions at lunchtime.	Year 6 pupils develop their leadership skills.	
Rebrand Breakfast Club to provide all the attendees with the opportunity to participate in active P.E. sessions before school.	Work with the existing Breakfast Club supervisor to rebrand Breakfast Club as a P.E. club. Extend the hours of the existing HLTA to support in the delivery of	No cost	Breakfast Club attendees participate in P.E. before school.	Increased physical activity across the school and Breakfast Club is more economically sound.	

A clear lunchtime play timetable is in place that encourages physical activity.	this club. Plan menus that have a healthy eating focus. MDSA's are trained in how to deliver play sessions. A timetable of physical activity is created.	No cost	More children participate in physical activity at lunchtime.	Participation in physical activity is a priority at lunchtime.
Adopt an active mile initiative.	P.E. subject leader to measure how many laps of the bottom playground a mile would be. Speak to the staff about how the daily mile would be timetables.	No cost	Increased physical fitness and improved mental wellbeing.	Daily mile embedded in practice.

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation: 0%
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School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Celebration assembly(ies) are used to celebrate and encourage the participation of wider sporting pursuits, and to encourage all pupils to aspire to being involved in sport	Achievements celebrated in assemblies, including match results, achievements in lessons and pupils' outside sporting achievements.  Hold termly dance/gymnastic assemblies involving pupils from across all classes	No cost	All pupils at some points in the year have the opportunity to take part or be involved in assemblies  Parents have attended assemblies	Sporting achievement is celebrated
Use the weekly newsletter and online blogs to raise the profile of PE across the school.	On-going inclusion of sporting achievements each week, from home and as part of school.	No cost	Newsletters and blogs have information and celebrations of sporting success.  Wider Impact: <ul style="list-style-type: none"> <li>Pupils are proud to be involved in assemblies and on the blog which impacts on</li> </ul>	The profile of P.E. is maintained.

<p>A clear lunchtime play timetable is in place that encourages physical activity.</p> <p>Organise and deliver year 6 led sports clubs at lunchtime that encourages the least active children to participate.</p>	<p>MDSA's are trained in how to deliver play sessions. A timetable of physical activity is created.</p> <p>Identify year 6 children that want to organise and run P.E. lunchtime clubs for the younger children at lunchtime.</p>	<p>No cost</p> <p>No cost</p>	<p>improvements in self-esteem and confidence.</p> <ul style="list-style-type: none"> <li>Increased self-esteem/confidence are having an impact on learning across the school.</li> </ul> <p>More children participate in physical activity at lunchtime.</p> <p>Less active children get the opportunity to participate in P.E. sessions at lunchtime.</p>	<p>Participation in physical activity is a priority at lunchtime.</p> <p>Year 6 pupils develop their leadership skills.</p>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				6%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
Purchase P.E. scheme P.E. Pal and disseminate the training to all staff.	Purchase P.E. PAL. Deliver training to all the staff to ensure that they are confident with how to use P.E. PAL. Deliver training on how to use the Assessment and Monitoring tool within P.E. PAL.	£1138	<ul style="list-style-type: none"> <li>P.E. lessons are consistently delivered to a high quality across the school.</li> <li>P.E. progress and attainment is tracked throughout the school.</li> </ul>	Staff feel confident in delivering high quality P.E. Progression and continuity is embedded in every day practice.
Hire Atlas Sports/Stroud Sports partnership to deliver high quality P.E. sessions across the national curriculum.	Work closely with Atlas Sports to embed high quality P.E. lessons.	This money has already been allocated/included within this document	<ul style="list-style-type: none"> <li>High quality P.E. sessions are put in place.</li> </ul>	A range of sports are participated in by all children.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				3%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved in sport and PE	Undertake all opportunities that is offered through the Stroud Sports partnerships  Arrange for a pupils survey through the governors to ascertain the impact  Involve external coaches and parents to work with clubs and staff in clubs	£469	All staff take part in after school clubs, with the inclusion of at least one TA.  New clubs on offer of a sporting nature across the year.  Pupil online survey from Healthy Schools Award to show evidence of improving picture with pupil participation	Staff have better confidence to get involved in sporting activities and putting on extracurricular sporting clubs  External 'experts' are needed less as staffs' confidence with teaching of a wide range of PE improves  Links to the Healthy Schools award

			<p><i>Wider Impact:</i></p> <ul style="list-style-type: none"> <li>• Behaviour improves at breaktimes and lunchtimes as a result of more PE and sporting opportunities at playtimes</li> <li>• Over 90% of pupils achieve the expected standards in PE at the end of each key stage from internal assessments</li> </ul>	
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				20%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
To continue to introduce a wide range of competitive sports identified from the Stroud Sports partnership activities	<p>To identify termly sporting opportunities with other schools via the Stroud Sports Association</p> <p>Arrange for teams to be chosen and letters sent, alongside transport arranged</p> <p>Attend events and support children</p>	£3829	<p>More competitive sporting events since baseline in 2016-17 and 2017-18</p> <p><i>Wider Impact:</i> More girls keep to take part in football tournaments and competitions</p> <p>Staff and parents comment on the ethos of pupils taking part and winning more competitive competitions</p> <p>All children get an opportunity to represent the school at sporting events.</p>	Members of staff to gain experience of a wide range of